
READING ASSESSMENT PROGRAM 1985

PRELIMINARY REPORT GRADE 3 TEST DATA

Manitoba
Education



MANITOBA READING ASSESSMENT PROGRAM 1985

PRELIMINARY REPORT:

GRADE 3 TEST DATA

A REPORT OF THE
CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH
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PREFACE

This Preliminary Report is the first of two reports on the findings of the grade 3 Reading Assessment Program. It contains the results of student performance on each item as well as summary data on subtests and the cloze passages.

The purpose of this Preliminary Report is to provide detailed information on student performance for use by classroom teachers in forming judgments about their instructional program. All data is based on the provincial sample as a whole; no individuals, schools, or divisions are identified.

Conclusions and recommendations based on the provincial testing will be presented in a forthcoming Final Report. These conclusions and recommendations will be based in part on the judgments of an interpretation panel of teachers.

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CHAPTER I

Content Areas and Scoring

The test consisted of a number of reading tasks along with a series of questions based on these tasks. These questions were classified into five content or skill areas: meaning vocabulary, literal comprehension, interpretation, critical-reflective, and study skills. In addition, reading comprehension of the students was measured using two cloze passages.

Below is a list of the questions used to test each content or skill area:

A. Meaning Vocabulary	11,22,25,29,40
B. Literal Comprehension	1,2,3,6,10,12,14,20,21,24, 30,31,33,39,42
C. Interpretation	4,5,7,8,9,13,16,17,18,19, 23,26,28,32,34,35,36,37, 38,41
D. Critical-Reflective	15,43
E. Study Skills	27,44

The remainder of the test consisted of two cloze passages, one of which had a list of words supplied for students to use in completing the passage. The provincial sample was scored using exact-word scoring only (i.e., synonyms were not accepted). This was done to maintain high reliability in scoring and to avoid the difficult problem of deciding which words should count as synonyms. This in no way penalizes students since instructional and independent reading levels would be indicated by lower scores with exact-word scoring than with synonym scoring.

Chapter II of this report presents the proportion of students in the provincial sample (n=1233) supplying each response to individual questions. Multiple choice questions were machine-scored while open-ended questions were scored by members of the Reading Technical Advisory Committee. Acceptable answers for each open-ended question are included in this report along with the question. Chapter III provides means, standard deviations, and frequency distributions for the five skill areas and the two cloze passages.

It is not possible to assign a "pass-mark" either to the whole test or to any of the subtests. An Interpretation Panel composed mainly of classroom teachers will be convened to set performance standards for the test. Results of this exercise will be reported in the Final Report.

The Reading Assessment was designed to determine strengths and weaknesses, and degree of implementation, of the Manitoba curriculum. The tests can be used to examine strengths and weaknesses of local programs as well. In any attempt to make a comparison with the provincial results, differences in emphasis in the local program must be kept in mind. These tests were designed to survey the knowledge and skills of a group of students and any attempt to draw conclusions about individual students must be done with caution.

Data on Individual Questions

Questions in this chapter are listed in the same order and much the same format as in the student booklet. The data presented give the percentage of students in the provincial sample supplying each response. Correct or preferred responses are marked with an asterisk (*).

Read this picture story and then answer questions 1 to 9.

HENRY BAKES A CAKE



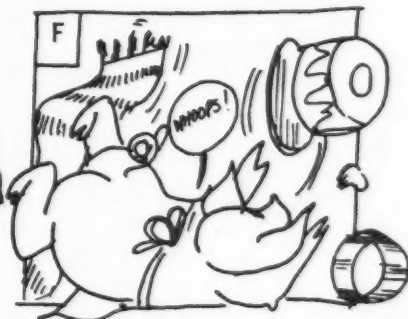
What a wonderful treat! The cake is smashed to bits. Won't Kitty be surprised?



But Kitty likes it anyway!



Henry is making a cake for Kitty.



Oh no! Poor Henry.

1. In the cartoon story, which picture tells what happened first?

- | | |
|-------|-------------|
| 23.3% | Picture A |
| 7.2 | Picture B |
| 67.1 | * Picture E |
| 1.2 | Picture C |
| 1.0 | N.R. |

2. In the cartoon story, which picture tells what happened after picture F?

5.1% Picture A
69.0 * Picture B
4.6 Picture F
19.4 Picture D
1.9 N.R.

3. In the cartoon story, which picture tells what happened last?

72.0% * Picture D
7.2 Picture B
17.4 Picture F
2.4 Picture A
1.0 N.R.

4. From the pictures, we know that Henry fell because he _____

SLIPPED ON THE RUG. (50.2%)

5. Because Henry and the cat are licking their lips and smiling, we know the cake tastes

1.9% A. sour.
94.6 * B. delicious.
2.6 C. awful.
0.9 N.R.

6. The cake was a treat for

91.5% * A. Henry's cat.
5.4 B. Henry himself.
2.5 C. Henry's mother.
0.6 N.R.

7. From the pictures, how did Henry know how to make the cake?

0.6% A. From his mother
3.3 B. From his head
95.4 * C. By reading a cookbook
0.6 N.R.

8. How do you think Henry felt when the cake was baked? _____

PROUD, HAPPY (87.1%)

9. What will happen after Kitty and Henry eat the cake? _____

THEY WILL CLEAN THE KITCHEN/THEY WILL HAVE TO REST BECAUSE THEY ARE SO FULL/THEY WILL GO OUT TO PLAY/KITTY WILL THANK HENRY FOR BAKING A CAKE /THEY WILL BE FULL/THEY WILL HAVE A NAP (48.9%)

SYLVESTER AND THE MAGIC PEBBLE

Sylvester, the donkey, lived with his mother and father at Pine Road. One of his hobbies was collecting pebbles of unusual shape and color. On a rainy Saturday during vacation he found a quite extraordinary one. It was flaming red, shiny and round, like a marble. As he was looking at this remarkable pebble, rain began to fall. "I wish it would stop raining," he said.

To his great surprise the rain stopped. It didn't stop gradually as rains usually do. It ceased. The drops vanished and the clouds disappeared. Everything was dry, and the sun was shining as if it had never rained.

In all his young life Sylvester had never had a wish granted so quickly. It struck him that magic must be at work, and he guessed that the magic must be in the remarkable red pebble. To make a test, he put the pebble on the ground and said, "I wish it would rain again." Nothing happened. But when he said the same thing holding the pebble in his hoof, the sky turned black and the rain came shooting down.

"What a lucky day this is!" thought Sylvester. "From now on I can have anything I want. My father and mother can have anything they want. My relatives, my friends and anybody at all can have everything they want!"

On his way home Sylvester was startled to see a mean, hungry bear. He was frightened. If he had not been so frightened, he could have made the bear disappear, but he panicked and could not think carefully.

"I wish I were a rock," he said, and he became a rock. There was Sylvester, a rock on Strawberry Hill with the magic pebble beside him on the ground. He could not pick it up so he could not be himself again.

Sylvester fell asleep. What else could he do? Night came with many stars.

Meanwhile, back at home, his mother and father frantically paced the floor all night. Sylvester had never been late. Where could he be? At dawn, they went about inquiring of all the neighbours. No one had seen Sylvester since the day before yesterday. They searched and searched. Days and months passed and they did not find Sylvester. Life had no meaning anymore.

One day in May, Sylvester's mother and father went for a picnic. "Let's cheer up," they said. They went to Strawberry Hill.

Mrs. Duncan sat down on the rock. The warmth of his own mother sitting on him woke Sylvester up from his deep winter sleep. How he wanted to shout, "Mother! Father! It's me, Sylvester, I'm right here." But he could not talk. He had no voice. He was stone-dumb.

Suddenly Sylvester's father saw the red pebble. "Sylvester would have loved this pebble," he said. He put the pebble on the rock. Then they sat down to eat.

"You know, Father," Sylvester's mother said suddenly, "I have the strangest feeling that our dear Sylvester is still alive and not far away."

"I am, I am!" Sylvester wanted to shout, but he could not. If only he had realized that the pebble resting on his back was the magic pebble.

"Oh, How I wish he were here with us on this lovely May day!" said Sylvester's mother, and Sylvester's father only looked sadly at the ground.

"I wish I were myself again, I wish I were my real self again!" thought Sylvester.

And in less than a minute he was.

You can imagine the scene that followed - the embraces, the kisses, the questions, the answers, the loving looks, and the fond exclamations!

When they had eventually calmed down a bit and had returned home, Sylvester's father put the magic pebble in an iron safe. Now, they had all that they wanted.

10. Sylvester's hobby was

- 1.9% A. going on picnics.
- 7.5 B. turning himself into a rock.
- 2.0 C. walking in the rain.
- 87.7 * D. collecting pebbles.
- 0.9 N.R.

11. When the author said that the rain "ceased", he meant that

- 4.9% A. the rain was cold.
- 7.0 B. the rain became heavier.
- 75.4 * C. the rain stopped suddenly.
- 11.9 D. the rain slowed down.
- 0.8 N.R.

12. What did Sylvester's parents do when he didn't come home right away?

- 79.5% * A. They searched and asked everyone if they had seen him.
- 12.3 B. They went on a picnic.
- 2.9 C. They had dinner and went to bed.
- 3.7 D. They searched for rocks.
- 1.5 N.R.

13. Instead of turning himself into a rock, Sylvester could have saved himself from the bear by wishing the bear away. What else could Sylvester have done to save himself?

WISH HIMSELF AWAY/TURN THE BEAR INTO A CAT OR ANY OTHER LOGICAL

WISH THAT WOULD HAVE IMPROVED THE SITUATION/TURN THE BEAR TO STONE/MAKE

THE BEAR DISAPPEAR/CHANGE HIMSELF INTO A HUNTER AND SHOOT THE BEAR

/WISHED HE COULD FLY (75.7%)

14. When Sylvester became a rock, he could not change himself back into a donkey because

- 4.8% A. the pebble was not magic anymore.
- 1.6 B. he was afraid of the lion.
- 87.3 * C. the pebble was not touching the rock.
- 2.8 D. it was not raining anymore.
- 3.6 N.R.

15. Sylvester found the magic pebble and said, "What a lucky day this is!" Do you think it was a lucky day?

YES, THEY GOT EVERYTHING THEY WANTED/YES, BECAUSE HE CHANGED HIMSELF INTO A DONKEY AGAIN OR NO, HE WAS TURNED INTO A ROCK (74.6%)

16. How do you suppose Sylvester felt when he was a rock? _____

LONELY, ANGRY WITH HIMSELF, DEPRESSED, TERRIBLE (89.6%)

17. Why did Sylvester's parents decide to go on a picnic?

- 7.0% A. To look for Sylvester
- 82.9 * B. To make themselves feel better
- 5.7 C. To enjoy the spring
- 2.8 D. To hunt for pebbles
- 1.7 N.R.

18. When the family returned home, why do you think Sylvester's father put the pebble in an iron safe?

TO KEEP IT FROM GETTING LOST OR STOLEN/TO PREVENT FURTHER ACCIDENTS, ETC. (65.0%)

Goats always seem to be second best to other farm animals. They give milk, but not as much as cows do. They provide wool, but not as much as sheep do. They pull carts and carry loads, but not as well as horses do.

But like all animals, goats have their very own talents. They can climb just about anything. They do well eating weeds and twigs that would make cattle and sheep sick, and need very little grass. They also need very little space. Goats may not be the stars of the barnyard in most of the world, but everywhere they find someone to love them.

Years ago goats were raised in the barnyards of city dwellers. The animals were happy and healthy as long as there was something for them to climb.

In the mountains goats are really popular. They are very surefooted. They grow up in the mountains, then they are driven down the steep slopes into town.

Goats are quick on their feet and playful. They are also curious and like to explore. This is why some ranchers keep goats as shepherds. The sheep need to keep moving to new pastures. The frisky goats are used to lead them along.

The farm goats of today came from the longhorned wild goats of Asia and Greece. They are raised for their milk, meat, hair, and fine leather.

19. Tell why goats are often kept instead of cows. THEY NEED LITTLE GRASS TO EAT/THEY TAKE UP VERY LITTLE SPACE/THEY PROVIDE WOOL/THEY CAN EAT FOOD THAT WOULD MAKE CATTLE SICK/THEY CAN CARRY LOADS AND PULL CARTS. (43.3%)

20. Because goats are curious and like to explore, they

21.8%	A.	pull carts and carry loads.
29.1	* B.	are good sheep herders.
29.0	C.	are very playful.
17.4	D.	give us leather and wool.
2.6	N.R.	

21. To be happy and healthy, goats need

3.0%	A.	sheep to lead.
3.9	B.	carts to pull.
57.8	* C.	something to climb.
33.4	D.	a farmyard to live in.
1.9	N.R.	

22. The author said that goats are surefooted. This means that

- 5.0% A. goats slip easily when climbing mountains.
- 71.2 * B. goats do not fall when climbing mountains.
- 6.2 C. goats' feet hurt when climbing mountains.
- 15.0 D. goats are very frisky.
- 2.5 N.R.

23. When the author said that goats "are not the stars of the barnyard", he meant that goats

- 6.2% A. do not have stars on their foreheads.
- 6.5 B. are not in the barnyard sky.
- 4.1 C. do not fall down and see stars.
- 80.6 * D. are not the best farm animals.
- 2.6 N.R.

24. From reading this story, tell which sentence is not true.

- 7.2% A. Goats give milk.
- 6.4 B. Goats are curious.
- 20.4 C. Goats are raised for meat.
- 63.3 * D. Goats move slowly.
- 2.7 N.R.

25. In paragraph 2, what do you think talents means?

- 4.2% A. Something small
- 76.6 * B. Something special about an animal
- 8.8 C. Something with four legs
- 7.2 D. Something funny
- 3.2 N.R.

26. Why might a farmer buy a goat? FOR ITS MILK, WOOL, AND MEAT/TO BE A SHEPHERD FOR THE FARMER'S FLOCK OF SHEEP/A GOAT WILL EAT TWIGS AND WEEDS (62.1%)

27. In which of these books would you likely find information about a goat? (Circle A, B, or C).

ZOO
ANIMALS

A
5.7%

CIRCUS
ANIMALS

B
1.7%

FARM
ANIMALS

C*
89.6%

3.0% N.R.

There's a big, big hill beside the house,
And it's so very high
That, when you stand on top of it,
You think you're near the sky.

And when the snow has covered it
And made it round and white,
I take my sled and slide down fast,
And steer with all my might.

And when I reach the end of it,
I always hate to stop,
For then I have to turn around
And climb up to the top.

- Arthur S. Bourinot
Adapted

28. How do you think the poet feels about sliding?

- 8.5% A. He feels that it is too much work.
84.9 * B. He enjoys it very much.
4.5 C. He hates it.
2.1 N.R.

29. The poet says that he steers with all his might. Might means

- 3.6% A. arms.
6.1 B. hope.
84.8 * C. strength.
3.2 D. gears.
2.4 N.R.

30. The poet does not like to stop at the bottom of the hill because

- 4.3% A. he has to go inside the house.
79.2 * B. the climb up is not as much fun.
7.9 C. he falls off the sled.
6.0 D. he is covered with snow.
2.6 N.R.

31. How do you know that the hill in the poem is a high hill? _____

THE POET SAYS THAT WHEN YOU STAND ON THE HILL, YOU THINK YOU ARE
NEAR THE SKY. (71.4%)

32. A good title for the poem is THE BIG HILL/SLIDING (69.1%).

The brothers tiptoed into the kitchen. Tommy lifted the cookbook from the shelf. "We don't need that" said Roy. "I learned to cook bacon and eggs at camp." He put the bacon into a pan on the stove.

"Here's some orange juice," said Tommy. "I'll make toast, too."

"Just imagine Mother's face when she sees this breakfast," said Roy.

Suddenly they smelled something burning. Roy hurried to the stove. The bacon was smoking. "It's a little burned. Maybe Mother likes it that way." Suddenly he fell on a wet spot on the floor.

"Tommy," Roy said, "did you spill the orange juice? Why didn't you mop it up?"

"I was busy making toast," Tommy said. "What's burning now?" Then he ran to the toaster.

"These eggs look good," Roy said. "I'm hungry."

At last breakfast was ready. "Happy Mother's Day!" they shouted.

Mother sat up in bed. She was very surprised when she saw the tray. Then she smiled. "What a wonderful present! I didn't know that you boys could cook. This is the nicest Mother's Day I've ever had."

33. Roy said that he had learned to cook bacon and eggs

- 86.3% * A. at camp.
2.6 B. from his mother.
5.9 C. from the cookbook.
5.2 N.R.

34. Which title for this story would be best?

- 92.1% * A. Surprise for Mother
1.9 B. Making Supper
3.7 C. Cooking at Camp
2.3 N.R.

35. How do you think the boys felt as they gave breakfast to their mother?

- 3.2% A. Tired
3.7 B. Ashamed
90.8 *C. Proud
2.4 N.R.

36. Mother liked her breakfast because

- 7.1% A. she did like burned bacon.
- 72.3 * B. Roy and Tommy had made it for her.
- 18.2 C. Roy and Tommy were very good cooks.
- 2.4 N.R.

37. Mother thought

- 1.1% A. the boys were slow.
- 35.2 * B. the boys were loving.
- 59.7 C. the boys were good cooks.
- 4.0 N.R.

38. What should the boys do next? CLEAN UP THE KITCHEN/BRING MOTHER HER

MOTHER'S DAY PRESENT/HUG THEIR MOTHER/HAVE THEIR OWN BREAKFAST. (70.0%)

A dentist is a doctor who takes care of people's teeth and mouths. The dentist is a good friend. He teaches people how to avoid tooth decay. He uses special tools to examine a patient's mouth. Sometimes he takes X-ray pictures of a patient's teeth to look for holes in them called cavities. If he finds a cavity, the dentist fixes it so that it does not hurt.

The dentist says: BRUSH YOUR TEETH AFTER MEALS.
FLOSS YOUR TEETH EVERY DAY.
VISIT YOUR DENTIST AT LEAST ONCE A YEAR

39. A dentist's main job is to

- 0.5% A. take care of people's eyes and ears.
- 4.2 B. take X-rays of teeth.
- 91.3 * C. take care of people's teeth and mouths.
- 4.0 N.R.

40. A cavity is

- 93.9% * A. a hole in a tooth.
- 1.7 B. an X-ray picture of a tooth.
- 1.7 C. a tooth.
- 2.7 N.R.

41. If you follow the dentist's rules, your teeth

- 50.6% A. should be stronger.
- 1.3 B. should have many cavities.
- 45.3 * C. should have fewer cavities.
- 2.8 N.R.

42. The X-ray helps the dentist

- 1.9% A. floss your teeth.
 4.5 B. clean your teeth.
 88.8 * C. look for cavities.
 4.9 N.R.

43. The author wrote this to tell you THE JOB A DENTIST DOES/ABOUT A DENTIST'S WORK, ETC. (8.4%)

44. This is a table of contents from a book about dentists:

<u>CHAPTER</u>	<u>PAGE</u>
Offices	3
Equipment	6
Germ Control.	9
Training.	10

If you wanted to find out more about the kind of X-ray machines dentists use, to which page would you turn? PAGE 6 (57.3%)

Cloze Passages

(A) MY HANDS AND FEET (No list of words supplied to student.)

My hands and feet are important parts of me. I use them for almost everything I do.

My fingers and thumbs pick up THINGS (76.2%) and hold them. When I try TO (94.2%) pick things up without using my THUMB (16.8%), my fingers do not work well.

MY (70.6%) hands are good tools. I use THEM (72.7%) to button my coat, tie my LACES (50.4%) on my runners, turn a doorknob, POUND(3.3%) a nail with a hammer and LOTS (34,8%) of other jobs.

My hands touch AND (61.5%) feel things. They help me know WHEN (20.7%) something is hot or cold, soft OR (68.9%) hard, smooth or rough.

My feet CAN (65.7%) do some of the things my HANDS (75.3%) can do. I can use my feet to TOUCH (47.0%) and feel things.

My feet can DO (80.5%) things my hands can't do. My feet support the weight of all the rest of my body so that I can stand, walk, run, and jump.

(B) THE FOX AND THE CROW (List of words supplied to students.)

A hungry crow saw a fine lump of cheese in a window. She flew down and snapped up the cheese in her beak. Then she flew into a tall TREE (94.7%) with it. There she sat, pleased AT (48.7%) the good dinner she was going TO (93.9%) have.

Now, a fox walking under THE (84.6%) tree saw the crow. Being hungry, he wanted the cheese that he SAW (81.1%) in her beak. So he called TO (65.0%) the crow, "Good morning, Mrs. Crow. HOW (78.6%) well you are looking today."

The CROW (82.6%) was pleased, but she could not SAY (83.8%) anything because of the cheese.

"What A (84.8%) fine head you have. And your WINGS (84.3%) are so black and shining.

This PLEASED (74.6%) the crow more.

"I hear that YOU (85.4%) are a fine singer," said the FOX (86.1%). Would you sing for me?"

This was too much for the crow. She opened her beak and gave a big "Caw!"

Down fell the cheese right into the mouth of the waiting fox.

READING INTEREST SURVEY

45. Put an X beside the materials you read often. (Check all that apply.)

21.3% newspapers

77.0% books

36.1% magazines

62.1% comic books

63.9% school-readers

46. Where do you read? (Check all that apply.)

80.3% School 81.1% Home 6.4% Other

47. Why do you read? (Check all that apply.)

- 38.8% because the teacher tells me to
- 15.2% because my mother or father tell me to
- 69.7% because it is fun
- 39.6% because there is nothing else to do
- 62.3% because I can learn something new
- 4.8% other

48. How often do you read outside school? (Check one)

- 31.6% Every day
- 18.2% Weekends
- 7.1% Once a week
- 22.5% 3 times a week or more
- 30.2% Hardly ever

49. Do you enjoy reading?

- 89.8% Yes
- 2.1% No

50. What kinds of reading do you like? (Check all that apply.)

- 65.6% stories
- 60.7% comics
- 28.8% science
- 52.6% animals
- 5.3% other

51. Where do you get your reading material? (Check all that apply.)

- 70.5% school library
- 47.8% classroom library
- 43.5% public library
- 66.6% home
- 26.4% book clubs
- 50.6% book stores
- 33.6% friends
- 3.1% other

CHAPTER III

Subtest Results

This chapter summarizes the results for each subtest or content area of the test as well as for the two cloze passages.

A. Meaning Vocabulary

Questions in subtest: 11,22,25,29,40

Performance on Items	
Test Item	% of Responses Correct
11	75.4
22	71.2
25	76.6
29	84.8
40	93.9

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
5	44.0
4	30.4
3	14.8
2	6.3
1	3.3
0	1.1

Subtest Summary	
Mean Score	4.02
Standard Deviation	1.15
Percent	80.4

B. Literal Comprehension

Questions in subtest: 1,2,3,6,10,12,14,20,21,24,30,31,33,39,42

Performance on Items	
Test Item	% of Responses Correct
1	67.1
2	69.0
3	72.0
6	91.5
10	87.7
12	79.5
14	87.3
20	29.1
21	57.8
24	63.3
30	79.2
31	71.4
33	86.3
39	91.3
42	88.8

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
15	7.5
14	15.3
13	16.7
12	14.5
11	13.7
10	9.2
9	6.4
8	4.6
7	3.7
6	3.2
5	1.9
4	1.8
3	0.6
2	0.6
1	0.2
0	0.1

Subtest Summary	
Mean Score	11.21
Standard Deviation	2.86
Percent	74.7

C. Interpretation

Questions in subtest: 4,5,7,8,9,13,16,17,18,19,23,26,28,32,34,35,36,37,38,41

Performance on Items	
Test Item	% of Responses Correct
4	50.2
5	94.6
7	95.4
8	87.1
9	48.9
13	75.7
16	89.6
17	82.9
18	65.0
19	43.3
23	80.6
26	62.1
28	84.9
32	69.1
34	92.1
35	90.8
36	72.3
37	35.2
38	70.0
41	45.3

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
20	0.7
19	4.3
18	8.6
17	12.4
16	15.7
15	15.9
14	10.6
13	8.8
12	6.6
11	4.1
10	3.3
9	2.6
8	1.7
7	1.8
6	1.3
5	0.5
4	0.5
3	0.3
2	0.1
1	0.1
0	0.1

Subtest Summary	
Mean Score	14.35
Standard Deviation	3.23
Percent	71.8

D. Critical-Reflective

Questions in Subtest: 15,43

Performance on Items	
Test Item	% of Responses Correct
15	74.6
43	8.4

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
2	7.1
1	68.8
0	24.1

Subtest Summary	
Mean Score	0.83
Standard Deviation	0.53
Percent	41.5

E. Study Skills

Questions in subtest: 27, 44

Performance on Items	
Test Item	% of Responses Correct
27	89.6
44	57.3

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
2	53.3
1	40.4
0	6.3

Subtest Summary	
Mean Score	1.47
Standard Deviation	0.61
Percent	73.5

CLOZE "A"

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
14	0.9
13	2.5
12	6.9
11	14.8
10	14.8
9	14.8
8	12.2
7	10.3
6	7.7
5	5.4
4	3.5
3	1.5
2	1.5
1	1.4
0	1.8

CLOZE "B"

Distribution of Scores on Subtest	
Total Score	% of Students Receiving Each Score
14	28.5
13	20.1
12	15.6
11	9.1
10	5.8
9	4.8
8	3.6
7	2.6
6	1.9
5	1.1
4	1.9
3	1.5
2	0.6
1	0.5
0	2.3

Subtest Summary	
Mean Score	8.39
Standard Deviation	2.86
Percent	55.9

Subtest Summary	
Mean Score	11.28
Standard Deviation	3.31
Percent	80.6